

## 2015 HSC Modern Greek Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of the reasons the menfolk are looking for Alex	2
• Demonstrates some understanding of the reasons the menfolk are looking for Alex	1

*Sample answer:*

The menfolk are looking for Alex because he has run away, as he is unable to cope with the pressures that he faces. They feel responsible for him as he is the leader's son and are worried about loss of votes.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of what «καταφύγιο» means for Panos	2
• Demonstrates some understanding of what «καταφύγιο» means for Panos	1

*Sample answer:*

For Panos, «καταφύγιο» is where he goes to escape the family pressures and expectations and where he can be carefree, happy and himself. It is also the shelter he has created for the hedgehogs.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of the significance of the hedgehogs and the basketball	3
• Demonstrates a good understanding of the significance of the hedgehogs and the basketball	2
• Provides some relevant information	1

**Sample answer:**

The hedgehogs and the basketball are symbolic of their passions and dreams. Caring for the hedgehogs reveals Panos's sensitive and nurturing nature which is in direct contrast to that of his father. For Alex the basketball is a security blanket, his connection with America and what he wants to focus on as a career, also in contrast to his father's wishes. Both hedgehogs and basketball are used by the boys to assert their identity and in some way 'challenge' their fathers' wishes.

**Question 1 (d)**

Criteria	Marks
• Demonstrates a good understanding of the development of the relationship between Panos and Alex	3
• Demonstrates some understanding of the development of the relationship between Panos and Alex	2
• Provides some relevant information	1

**Sample answer:**

The relationship between Panos and Alex changes from one of rivalry/tolerance to acceptance. The setting of the extract allows the boys to reveal their inner thoughts and emotions without pressure from adults. They confide in each other about their fathers and realise they have much in common. In this extract their relationship becomes a friendship.

**Question 1 (e)**

Criteria	Marks
• Demonstrates a perceptive understanding of how film techniques are used to explore the issue of the search for personal identity	5
• Demonstrates a thorough understanding of how film techniques are used to explore the issue of the search for personal identity	4
• Demonstrates a good understanding of how film techniques are used to explore the issue of the search for personal identity	3
• Demonstrates some understanding of how film techniques are used to explore the issue of the search for personal identity	2
• Provides some relevant information	1

**Sample answer:**

The film uses several techniques to highlight the boys' search for personal identity.

The camera angles that show the boys in close-up depict them as individuals and as friends, focusing on their internal struggles to meet family pressures.

The high angle shots of Panos patting the hedgehogs reflect his personal values and highlight his isolation and desperation. Also, the low-angle shot of Alex as he comes out of hiding reveals his willingness to take the initiative in order to safeguard his friend.

The choice of music as a film technique mirrors the feelings of Panos especially, as he struggles with the pressure of his father's expectations. Soothing tones are heard when he is patting the hedgehogs as opposed to the purposeful sounds of the pendozali, to mark his father and the men approaching.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1–2

## Section II — Writing in Modern Greek

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3

# 2015 HSC Modern Greek Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The search for personal identity — monologue	H1.1, H1.2
2	10	Culture and traditions — monologue	H1.1, H1.2

## Written Examination

### Section I — Response to Prescribed Text

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>First Time Godfather</i>	H2.1
1 (b)	2	<i>First Time Godfather</i>	H2.2
1 (c)	3	<i>First Time Godfather</i>	H2.1
1 (d)	3	<i>First Time Godfather</i>	H2.3
1 (e)	5	<i>First Time Godfather</i>	H2.2

## Written Examination

### Section I — Response to Prescribed Text

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>First Time Godfather</i> — Letter	H2.1

## Written Examination

### Section II — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
3	15	Acceptance of others — Script of a speech	H1.1, H1.2
4	15	Search for personal identity — Script of a speech	H1.1, H1.2